

Spring 8-15-2013

ENG 1000-001: Literacy and Language

Lania Knight
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2013



Part of the [English Language and Literature Commons](#)

Recommended Citation

Knight, Lania, "ENG 1000-001: Literacy and Language" (2013). *Fall 2013*. 1.
http://thekeep.eiu.edu/english_syllabi_fall2013/1

This Article is brought to you for free and open access by the 2013 at The Keep. It has been accepted for inclusion in Fall 2013 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Literacy and Language
ENG 1000-001: Fundamentals of College Composition
Fall 2013, T/Th 2–3:15pm, Coleman 3160

Professor: Lania Knight, PhD
Office Hours: T 11–12pm, W 1–3pm, Th 11–12pm; Coleman 3751
Email: ldknight@ciu.edu

This is a course in the fundamentals of college writing. This course will prepare you to write at the college level by providing opportunities for reading, writing, and revising. In this course, you will read several essays and one book, write about what you read, discuss materials in class, and participate in small group workshops with fellow students and conferences with me as you work on polishing your writing for your portfolios.

I am a writer. For everything I write, I have read tens, perhaps hundreds of works by other writers. To be a good writer, you must read. In this course, we will focus on reading, and we'll talk about how being an attentive reader helps make you a better writer.

Writing well is hard work. It doesn't just come naturally. Here's what Maya Angelou says about it: "Some critics will write, 'Maya Angelou is a natural writer'—which is right after being a natural heart surgeon." It takes work to be a heart surgeon, and it takes work to be a writer. No better time to begin than the present.

Required Texts:

- Eschholz, Paul, Alfred Rosa, and Virginia Clark, eds. *Language Awareness: Readings for College Writers*, 11th Ed. New York: Bedford/St. Martin's. 2013
Hacker, Diana. *A Pocket Style Manual*, 6th Ed. New York: Bedford/St. Martin's. 2011.
Rose, Mike. *Lives on the Boundary: A Moving Account of the Struggles and Achievements of America's Educationally Underprepared*. New York: Penguin. 2005.

Grades:

Reading Responses	200
Summary/Reflections	200
Paper I: Persuasive	50
Paper II: Expository	50
Mid Term Portfolio	200
Paper III: Reflective	50
Paper IV: Evaluative	50
Final Portfolio	200
Total	1000 points

Be Prepared for Class

To prepare for each class, please do the following:

1. Be ready to participate in activities and discussion
2. Bring your textbooks and a notebook with you to class
3. Read the assigned material **before** class
4. Respond via Dropbox on Desire2Learn to the assigned reading **before** class

Reading Responses

You'll write responses to the readings from our textbooks for each class, which may or may not be shared during class (depends on time available). These responses are **due the day before class** via Dropbox on Desire2Learn by 3pm. Each response is worth around 8 points. Your response should convey that 1) you read the assigned material, 2) you understand the material, and 3) you have made connections between the material and class and/or your writing process.

You have three options for your response to the reading: 1) a List of Ten, which means ten of anything about the reading, such as words you looked up, items you found interesting or confusing, phrases you had questions about. ANYTHING GOES. Write page and paragraph numbers, 450–500 words per list, or 2) a response to the questions (some or all—your choice) posed in the “Thinking Critically about the Reading” section, 450–500 words total; or 3) good, old-fashioned notes of 450–500 words (with page and paragraph numbers). All responses should be written in Edited Standard English in full sentences with few grammar errors.

Summary/Reflections

In addition to a basic reading response, you will also write a summary and reflection for each reading after we have discussed it in class. Like the Reading Responses, these are **due the day before class** via Dropbox on Desire2Learn by 3pm. Each Summary/Reflection is worth around 8 points. The summary should be 95–100 words and cover the entire reading. The reflection should be 375–400 words and 1) describe your response to the reading, 2) explain how your understanding of the reading was affected by class discussion, and 3) demonstrate how the reading connects to other readings and the class overall.

Plagiarism

In this course, you'll learn how to annotate, paraphrase, summarize, and quote written material effectively. Throughout the semester, we'll talk about plagiarism. Any teacher, including me, who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (*Random House Dictionary of the English Language*)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources. When in doubt, ask me first.

Attendance, Participation, and Etiquette

I keep attendance. You may miss up to four classes. If you miss a fifth class, you will fail the course. Two late arrivals = one absence. Exceptions will be made only for documented emergencies and documented school activities. I pay attention to participation—this is an interactive course and requires active engagement during each class. If you are not fully participating in class, you will be asked to leave, which will result in an absence. During the first week of class, we'll discuss as a group our rules of etiquette and figure out together what works and what doesn't work for how we'll treat each other.

Papers

You will write four separate papers for this course, and they will each discuss the theme of literacy and language. For each paper, you will participate in writing, revising, and workshops/conferences. More information for each assignment will be provided early in the semester.

Portfolios

You will assemble a mid-term portfolio and a final portfolio for this class. In each, you'll demonstrate how your writing has changed over the course of the semester. More information for each portfolio submission will be provided early in the semester.

EIU Writing Center

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers.

The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.

Tentative Schedule

Week One

Tuesday, 8/20: Introduction and overview

Thursday, 8/22: Reading: 1) *Language Awareness (LA)*: Ch. 1, 1-13; DUE: Reading Response (RR) 1
[see note under "Reading Responses": this is **due Wednesday, 8/21, at 3pm**]

Week Two

Tuesday, 8/27: Reading: 2) *LA*: Ch. 1, 14-20; DUE: RR 2, Summary & Reflection (SR) 1 [see note under "Summary & Reflection": this is **due Monday, 8/26, at 3pm**]

Thursday, 8/29: Reading: 3) *LA*: Ch. 4, 65-71; DUE: RR 3, SR 2; Introduce Paper I

Week Three

Tuesday, 9/3: [No Class Meeting] Reading: 4) *LA*: Ch. 4, 72-6; DUE: RR 4, SR 3

Thursday, 9/5: Reading: 5) *LA*: Ch. 4, 77-81; DUE: RR 5

Week Four

Tuesday, 9/10: Reading: 6) *LA*: Ch. 4, 82-6; DUE: RR 6, SR 4, SR 5

Thursday, 9/12: Reading: 7) *LA*: Ch. 4, 87-101; DUE: RR 7, SR 6

Week Five

Tuesday, 9/17: DUE: Paper I, SR 7; Small Group Workshops

Thursday, 9/19: Reading: 8) *LA*: Ch. 5, 103-11; DUE: RR 8; Introduce Paper II

Week Six

Tuesday, 9/24: Reading: 9) *L4*: Ch. 5, 112–17; DUE: RR 9, SR 8

Thursday, 9/26: Reading: 10) *LA*: Ch. 5, 118–21; DUE: RR 10, SR 9

Week Seven

Tuesday, 10/1: DUE: Paper II; Small Group Workshops

Thursday, 10/3: Portfolio Conferences; Reading: 11) *L4*: Ch. 5, 122–5; DUE: RR 11

Week Eight

Tuesday, 10/8: Reading 12) *L4*: Ch. 5, 126–9; DUE: RR 12, SR 11

Thursday, 10/10: Reading 13) *L4*: Ch. 5, 130–5; DUE: RR 13, SR 12

Friday, 10/11: DUE at 3pm: Mid Term Portfolio

Week Nine

Tuesday, 10/15: Reading: 14) *L4*: Ch. 6, 137–48; DUE: RR 14, SR 13; Introduce Paper III

Thursday, 10/17: Reading: 15) *L4*: Ch. 6, 149–57; DUE: RR 15, SR 14

Week Ten

Tuesday, 10/22: Reading: 16) *L4*: Ch. 6, 158–63; DUE: RR 16, SR 15

Thursday, 10/24: Reading: 17) *L4*: Ch. 6 164–9; DUE: RR 17, SR 16

Week Eleven

Tuesday, 10/29: Reading: 18) *L4*: Ch. 6, 170–6; DUE RR 18, SR 17

Thursday, 10/31: DUE: Paper III; Small Group Workshop; Introduce Paper IV

Week Twelve

Tuesday, 11/5: Reading 20) *L4*: Ch. 3, 43–56; DUE: RR 20, SR 18 [skips #19]

Thursday, 11/7: Reading 21) *L4*: Ch. 3, 57–63; DUE: RR 21, SR 20

Week Thirteen

Tuesday, 11/12: Reading 22) *L4*: Ch. 7, 177–83; DUE RR 22, SR 21

Thursday, 11/14: Reading 23) *L4*: Ch. 7, 184–93; DUE RR 23, SR 22

Week Fourteen

Tuesday, 11/19: DUE: Paper IV, SR 23; Small Group Workshops

Thursday, 11/21: Portfolio Conferences

Week Fifteen

Tuesday, 11/26: THANKSGIVING BREAK

Thursday, 11/28: THANKSGIVING BREAK

Week Sixteen

Tuesday, 12/3: Reading 24) *L4*: Ch. 7, 194–200, DUE: RR 24

Thursday, 12/5: Reading 25) *L4*: Ch. 7, 201–6; DUE: RR 25; Evaluations and Wrap-Up

Friday, 12/6: DUE by 3pm: SR 25

Monday, 12/9: **DUE by 3pm**: Final Portfolio